



Strategic Plan

2015-2019

Legal Authority

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for and definition of professional-technical education (PTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions.

Mission

The mission of the Professional-Technical Education system is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Vision

The economic and social vitality of a society is dependent on citizens properly equipped for career success: people equipped with the necessary skills, knowledge and attitudes required to perform their job responsibilities with a high degree of capability, precision, integrity, and safety while balancing responsibilities to the family and the community. Such a highly qualified and skilled workforce is essential to the competitiveness of Idaho's businesses and industries and the overall well-being, health, safety, and security of Idaho's citizens. Professional-technical education addresses this need.

All facets of the Idaho PTE system are complementary and contribute to fulfillment of the mission and Strategic Plan in a synchronized fashion. Division staff support the delivery system to ensure quality and return on the state's investment.

Core Functions

- A. Administration
- B. Programs
- C. Technical assistance
- D. Fiscal oversight
- E. Research, planning, and performance management

External Factors

- A. Labor market and general economic conditions
- B. Perceptions and stigma regarding professional-technical education
- C. Availability of funds
- D. Policies, practices, legislation, and governance external to the Division
- E. Ability to attract and retain qualified instructors
- F. Local autonomy and regional distinctions including technical college institutional priorities/varied missions

Goals and objectives

Given the mission of the Division and in light of the goals of the State Board of Education, Goal 1 best aligns with that mission. In support of this goal, objectives are stated regarding the desired condition of the agency and system, with measures and critical success activities to determine whether or not progress is achieved toward the desired system condition. Both long term and short term benchmarks are set for each measure and activity where appropriate.

Goal 1. Effective and efficient delivery system resulting in a highly skilled workforce for Idaho

Objective A. **Synchronized system** | A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs

Performance measures

- i. Define and/or validate student learning outcomes and program standards for all program areas with industry participation and endorsement, including career and workplace readiness

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

- ii. Create effective and reliable assessment strategy for authentication of student learning outcomes and adherence to program standards

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

- iii. Number of postsecondary technical credits earned via Advanced Learning Opportunity that satisfy graduation requirements for postsecondary technical program

Benchmarks

- FY2019: 1.5% year-over-year increase
- FY2015: Determine baseline and data collection methodology

Critical Success Activities

Long term

- Centralized database of PTE program standards and outcomes aligned across the system

Short term

- Distribute updated gap analysis report to stakeholders (see Objective G)

Objective B. **Industry engagement** | Business and industry are fully engaged and integrated into system operations

Performance measures

- i. Program standards and outcomes have industry endorsement (1.A.i. above)

Benchmarks

- FY2019: 100% programs
- FY2015: 20% of programs

- ii. Program standards include industry engagement requirements

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

Critical Success Activities

Long term

- Statewide Industry Advisory Council to the Administrator

Short term

- Create strategic plan for industry engagement, including improvement of technical advisory committees
- Finalize revisions to Technical Advisory Committee Member Handbook and update DPTE policy

Objective C. **Accessible system** | Students have economical access to programs and services, including advanced learning opportunities and adult re-integration

Performance measures

- i. Percentage of high school students enrolled in PTE Advanced Learning Opportunity (Tech Prep)¹

Benchmark

- 27% students per year enrolled

- ii. Number of Integrated Transition and Retention Programs (ABE-ITRP) in the technical colleges¹

Benchmarks

- FY2019: 18
- FY2015: 10

- iii. Number of Workforce Training Network (WTN) enrollments including Fire and Emergency Services training¹

¹ State Board of Education measure

Benchmarks

- FY2019: 65,000
- FY2015: 45,000

iv. Expansion of postsecondary PTE Distributed Hybrid Programs

Benchmarks

- FY2019: 4 programs
- FY2015: 1 programs

Critical Success Activities

Long term

To ensure course transferability, develop basic technical certificates to be offered as a component of every postsecondary professional-technical credit program in the state

Short term

- Create a welding basic technical certificate

Objective D. **Student success** | Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment

i. Postsecondary student completion rate

Benchmarks

- 68%

ii. Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA)

Benchmarks

- Secondary: 75%
- Postsecondary: 90%

iii. Percentage of ABE clients within the cohort who transition to postsecondary education²

Benchmarks

- FY2019: 50%
- FY2015: 27%

iv. Number of postsecondary degrees and certificates awarded

Benchmark

- FY2019: 2,100
- FY2015: 1,955

² The data collection methodology for this population changed in FY13.

- v. Positive placement rate of secondary and postsecondary program completers
Benchmark
 - 90.5%
- vi. Training-related placement rate of program completers
Benchmark
 - Secondary FY2019: 18%
 - Secondary FY2015: 14.5%
 - Postsecondary FY2019: 70%
 - Postsecondary FY2015: 55%
- vii. Rate of secondary program completers who transition to postsecondary education
Benchmark
 - Exceed most recent available NCHEMS overall transition (“go-on”) rate for Idaho

Objective E. **Data-informed improvement** | Quality and performance management practices contribute to system improvement, including current research, data analysis, and strategic and operational planning

- i. Percentage of programs reviewed for quality and performance on an annual basis
Benchmarks
 - FY2019: 100% of programs
 - FY2015: 20% of programs (5 year rotation)

Critical Success Activities

Long term

- PTE information portal for summary SLDS reports

Short term

- Current Strategic Plan and attendant performance measures assessed to create threshold for mission fulfillment/system performance to establish
- Finalize design of DPTE Quality Management System and related procedures for implementation
- Establish and implement Program Review schedule to include postsecondary system and Perkins requirements
- Establish performance measures for postsecondary system including WTN

Objective F. **Highly qualified staff** | Program instructors, school administrators, and support staff demonstrate high levels of achievement and adherence to quality standards

Performance measures

- i. Percentage of system faculty and administrators holding appropriate PTE credentials

Benchmark

- FY2019: 100%
- FY2015: 95%

- ii. Placement rate of teacher education programs into Idaho PTE system

Benchmark

- Equal to or greater than postsecondary training-related placement rate (1.D.vi) for the reporting year

Critical Success Activities

Long term

- Form and implement Teacher Education Advisory Committee
- Reform Administrator Credential requirements
- Reform current Leadership Institute

Short term

- Develop strategic plan for PTE Teacher Education

Objective G. **Effective use of resources** | Resources are committed to highest potential areas, impact of opportunity, and mission fulfillment

Performance measures

- i. Audit exceptions

Benchmark

- 0

- ii. Gap analysis report alignment of postsecondary program enrollments and labor market

Critical Success Activities

Long term

- Development of return on investment (ROI) report for DPTE

Short term

- Distribute updated gap analysis demonstrating labor market alignment with program offerings

Objective H. **Indispensable leadership, technical assistance, and advocacy |**
Division office staff provide timely and effective support for the
delivery system

Performance measures

- i. Stakeholder satisfaction survey

Benchmark

- FY2015: Develop definition and establish baseline

Critical Success Activities

Short term

- Develop and implement stakeholder satisfaction survey